

Using RoadMAPs to Enhance the Coaching Relationship

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PURPOSE

Prior to Lead Advisors (LAs) being brought on in 2015, communication with students was done through listservs and email from multiple sources, making it challenging for students to discern the importance of advising information. In order to allow LAs time to have coaching conversations with their students, RoadMAPs were developed to cover the nuts and bolts of the advising conversation. These RoadMAPs ensure that every student receives the same information at the same time statewide which provides greater equity in advising.

APPROACH

Created a Canvas course called Advising RoadMAP – MAP standing for Mentoring and Advising Program

- ✓ Curated for each class year to help guide their coaching conversations while meeting with their LA
- ✓ Allows students to refer back to see what tasks they should have completed
- ✓ Students can see what is expected next in their medical school journey

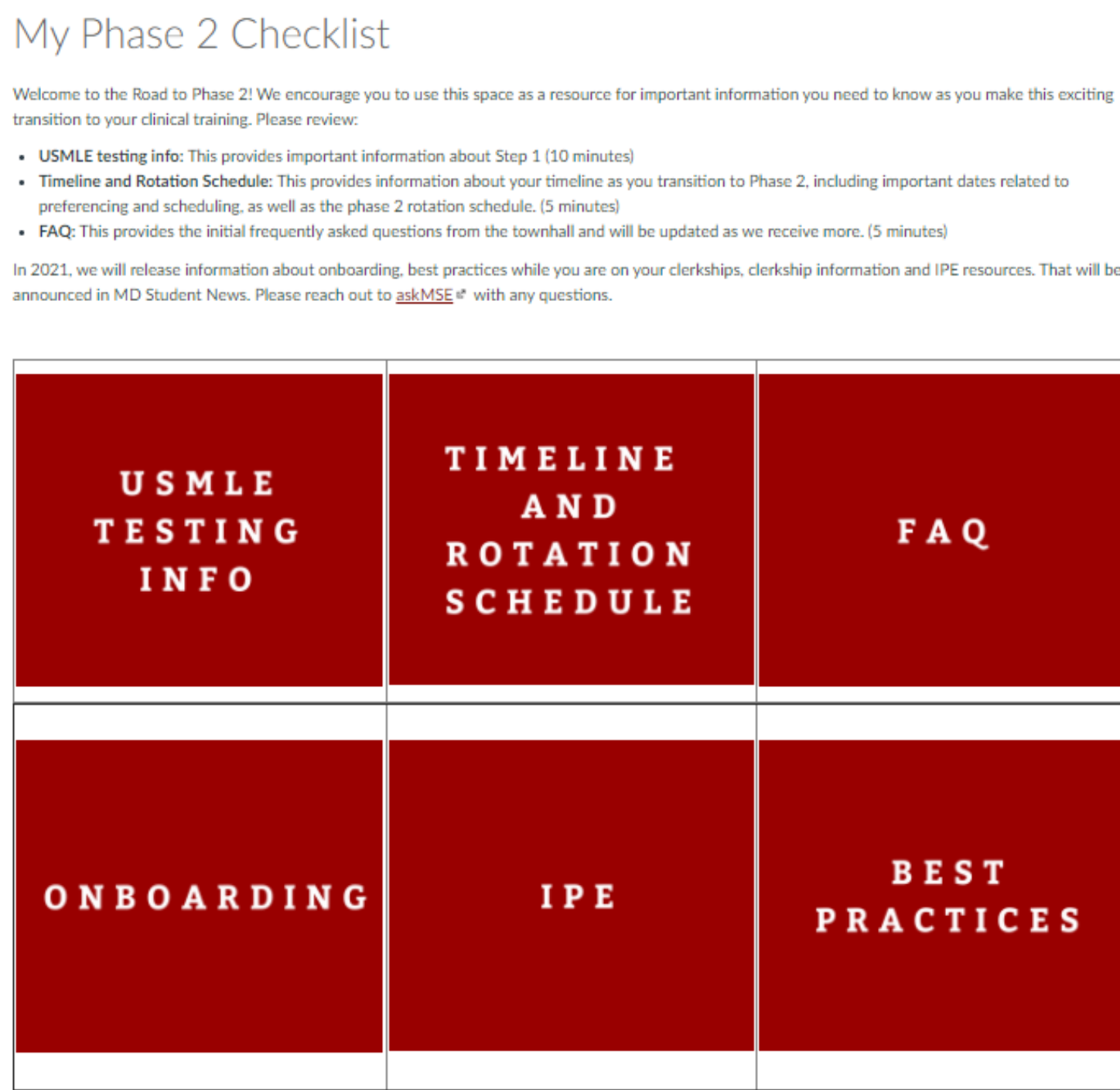
RESULTS/OUTCOMES

While the advising RoadMAPs started as a tool to ensure equitable advising, our curricular partners have now joined us in using the RoadMAPs to communicate class specific information in a timely manner to all students. We also found that students were confused by multiple Canvas sites and having just one per class year has allowed for students to have a one stop shop. Through Canvas, “New Analytics” data show when students were prompted to view the RoadMAP prior to the first meeting with their Lead Advisor, there was an average of 2,000 student views throughout the time period for the required meeting. As of today, for our Class of 2024 the home page has been viewed over 36,000 times.

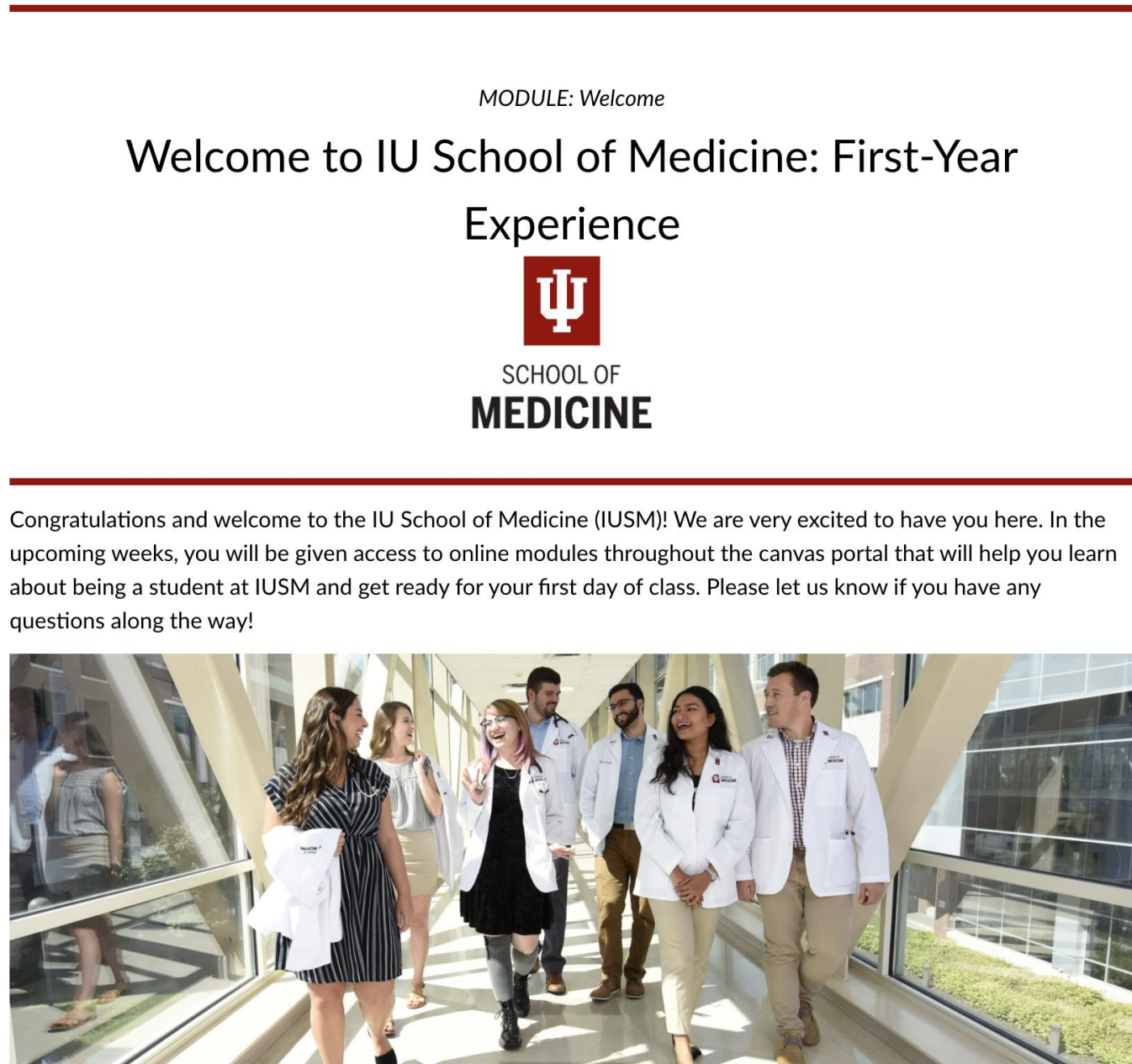
2025 RoadMAP



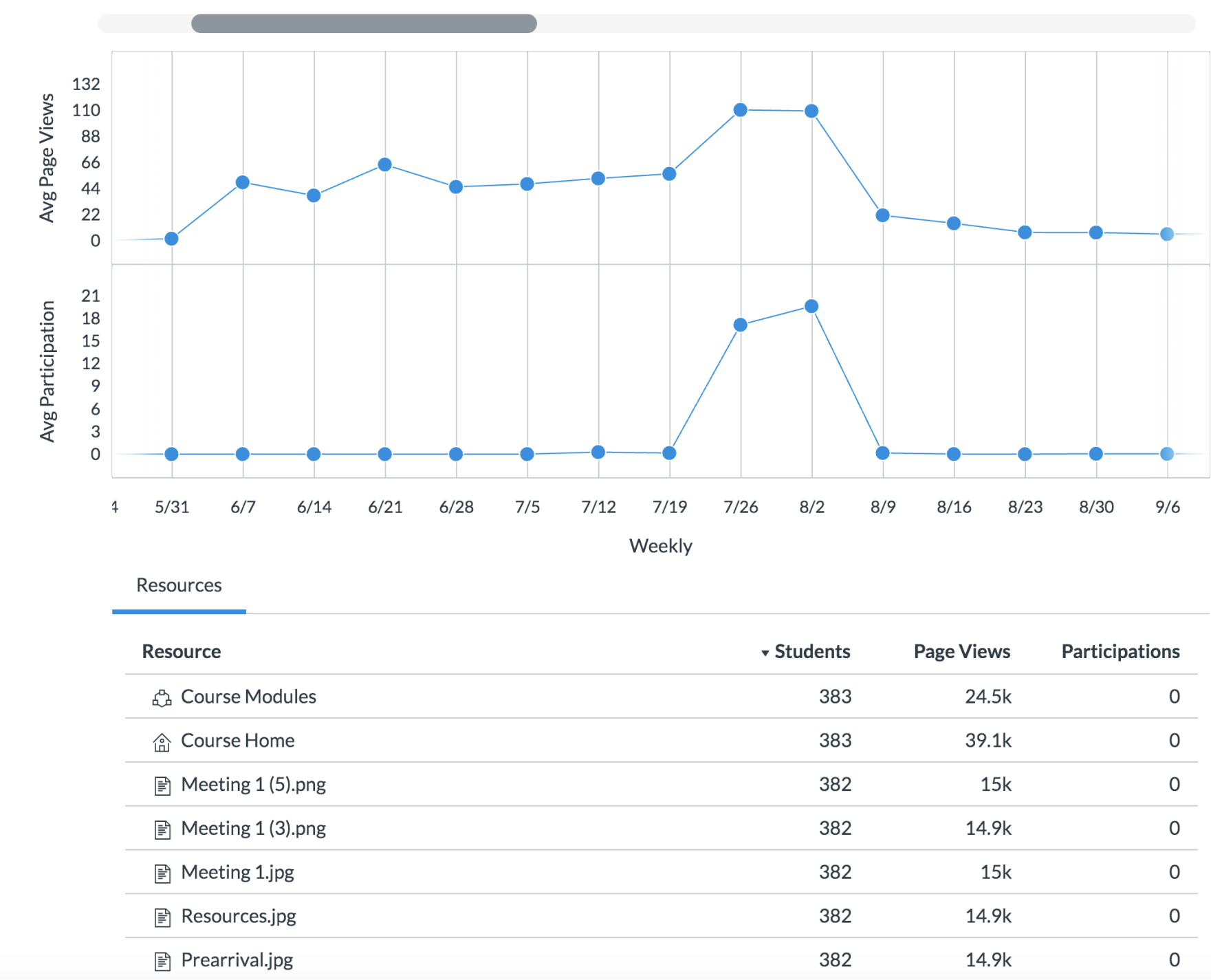
CURRICULUM PAGES



Orientation 2025



CANVAS ANALYTICS



DISCUSSION

As a result of our efforts, our students can access the information they need in a just-in-time manner. They can also revisit information when they need additional clarification. Our collaboration with curricular partners has enhanced the overall content by providing timely information on upcoming milestones for students. Since the students now have a better understanding of their milestones and next steps both from an advising as well as a curricular standpoint, the Lead Advisors can focus their individual meetings on coaching students to their best potential. Lead Advisors are able to create additional content when they discover additional hot topics in their individual meetings. Being able to address the hot topics in a timely manner has increased student satisfaction as well as decreased the number of repeated questions the Lead Advisors receive. The students’ usage of the RoadMAP has increased over time and we’ve found that a reminder from the Lead Advisors can drive page views as shown above.

ADDITIONAL STUDY

We have found that with each class, we have needed to tailor our communication process. We discovered that having a one-stop site for the majority of advising and curricular information has increased student satisfaction. We are able to make real time edits to the RoadMAP and include information that the students need. As student needs for information change over time, we will be able to use the RoadMAPs to address these needs. Going forward, we will be using the RoadMAPs to develop virtual Class Meetings to give the students yet another medium to interact with the content. These RoadMAPs will continue to enhance the four pillars of our advising system; academic advising, career mentoring, wellness and connection to the university.

REFERENCES

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